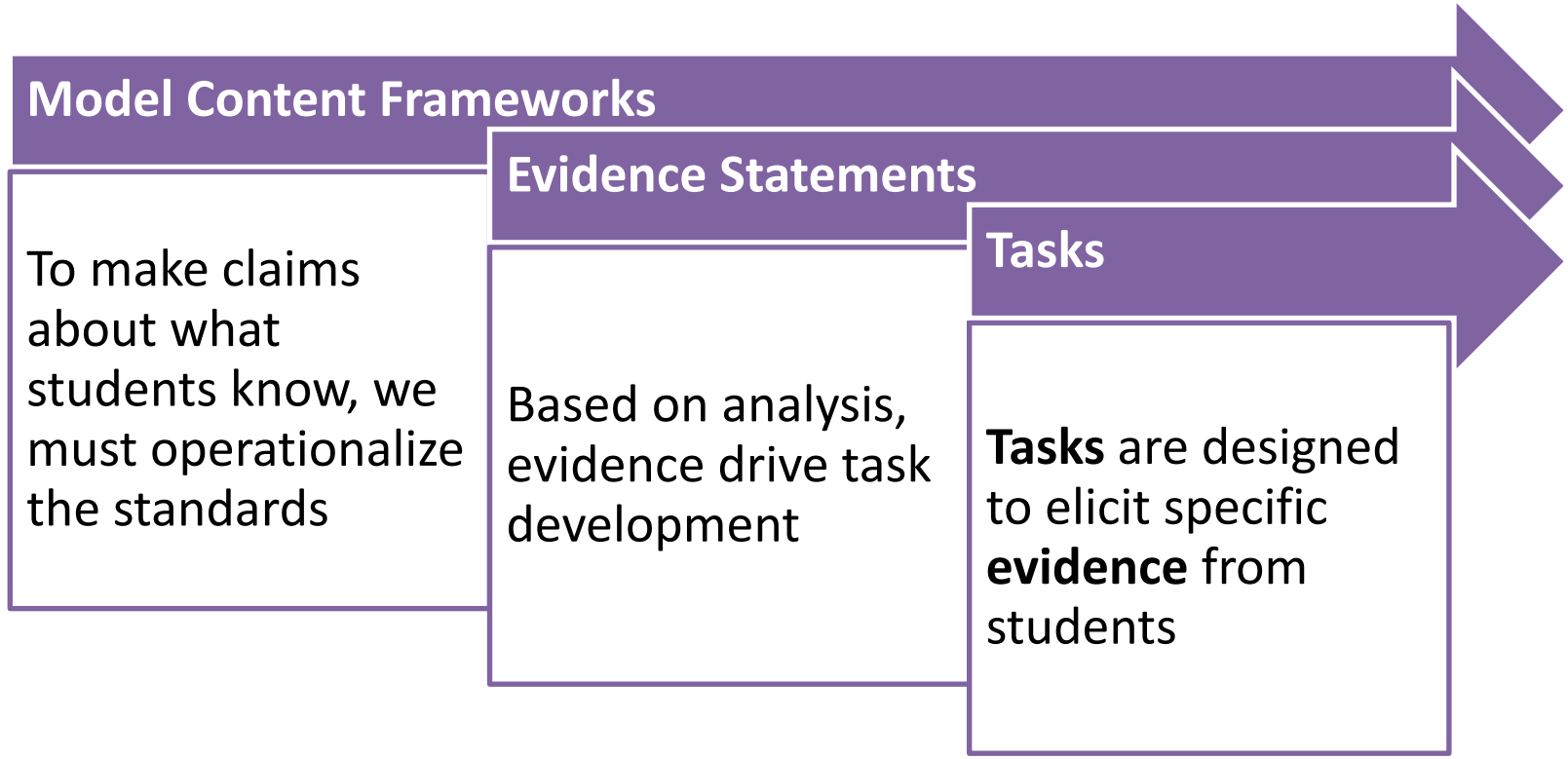
PARCC Assessment Items: Aligned to the Common Core

Key Advances of the Common Core

ENGLISH LANGUAGE ARTS/LITERACY	MATHEMATICS
Balance of literature and informational texts; focus on text complexity	Focus, coherence and clarity: emphasis on key topics at each grade level and coherent progression across grades
Emphasis on argument, informative/ explanatory writing, and research	Balance between procedural fluency and understanding of concepts and skills
Literacy standards for history, science and technical subjects	Promote rigor through mathematical proficiencies that foster reasoning and understanding across discipline

ANCHORED IN COLLEGE AND CAREER READINESS

Evidence-Centered Design (ECD) for the PARCC Assessments



What is Different About PARCC's Development Process?

- PARCC states first developed the Model Content Frameworks to provide guidance on key elements of excellent instruction aligned with the Standards.
- Then, those Frameworks informed the assessment blueprint design.
- Aligned evidence statements and task models followed.

So…

- PARCC is designing the assessments around exactly the same content shifts the standards expect of teachers and students.
- PARCC is communicating in the same voice to teachers as it is to assessment developers

Claims Driving Design: ELA/Literacy

Students are on-track or ready for college and careers

Students read and comprehend a range of sufficiently complex texts independently

- Reading Literature
- Reading Informational Text
- Vocabulary Interpretation and Use

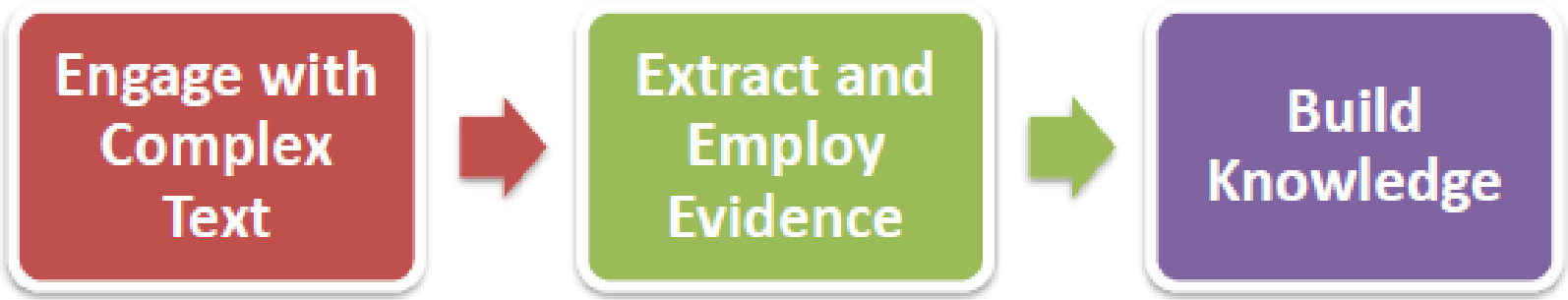
Students write effectively when using and/or analyzing sources.

- Written Expression
- Conventions and Knowledge of Language

Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.

What Are the Shifts at the Heart of PARCC Design for ELA/Literacy?

1. **Complexity:** Regular practice with complex text and its academic language
2. **Evidence:** Reading and writing grounded in evidence from text, literary and informational
3. **Knowledge:** Building knowledge through content rich nonfiction



Claims Driving Design: Mathematics

Students are on-track or ready for college and careers

Students **solve problems involving the major content*** for their grade level with connections to practices

Students **solve problems involving the additional and supporting content*** for their grade level with connections to practices

Students **express mathematical reasoning** by constructing mathematical arguments and critiques

Students solve real world problems engaging particularly in the **modeling practice**

Student **demonstrate fluency** in areas set forth in the Standards for Content in grades 3-6

PARCC's Core Commitments to Mathematics Assessment Quality

- **Focus:** Instead of randomly sampling a mile-wide array of topics, PARCC assessments will focus strongly. Teachers will be rewarded for teaching crucial material in depth, not penalized for failing to "cover topics."
- **Problems worth doing**: Multi-step problems, conceptual questions, applications, and substantial procedures will be common, as in an excellent classroom.
- **Better Standards Demand Better Questions:** Instead of reusing existing items, PARCC will develop custom items to the Standards.
- **Fidelity to the Standards (now in Teacher's hands)**: PARCC evidences are rooted in the language of the Standards so that expectations remain the same in both instructional and assessment settings.

PARCC Assessment: English Language Arts Sample Items

Three Types of Items for ELA/Literacy

- **Evidence-Based Selected Response (EBSR)** – These items are used to measure reading comprehension. They appear on both the performance-based assessment and the end of year assessment.
- **Technology- Enhanced Constructed Response (TECR)** -These items are used to measure reading comprehension. They appear on both the performance-based assessment and the end of year assessment.
- **Prose Constructed Response (PCR)** – There are three of these item on each annual performance-based assessment. They measure reading comprehension, written expression, knowledge and use of language and conventions.

Texts Worth Reading:

Grade 3

- Two of the sample items measure student understanding of an excerpt from a book titled *Eliza's Cherry Trees: Japan's Gift to America*.

- The Prose Constructed Response (PCR) item also measures student understanding of "The Peanut Man," an article about George Washington Carver.

Grade 3, Item #1—Part A

The article includes these details about Eliza's life:

- She wrote newspaper articles to tell others about what she saw in Alaska to inform those who had not been there. (paragraph 1)
- She wrote the first guidebook about Alaska. (paragraph 1)
- She was the first woman to work at the National Geographic Society, where she wrote many articles and books. (paragraph 11)

What do these details help show about Eliza?

a) They show that she shared the benefits of her experiences with others.*

b) They show she had many important jobs during her lifetime, but becoming a photographer was one of her proudest moments.

c) They show that her earlier travels were more exciting than the work she did later in her life.

d) They show that she had a careful plan for everything she did in her life.

Grade 3, Item #1—Part B

Ideas from paragraphs 1 and 11 were used to help you learn about Eliza. Click on two other paragraphs that include additional support for the answer in Part A. There are more than two paragraphs that include additional support, but you need to only choose two.

Grade 3, Item #2—Part A

Which statement best describes how the events in paragraphs 13 through 15 are related to each other?

a) They explain how Washington, D.C., would change if cherry trees were planted around the city.

b) They show that Eliza found a new way to get cherry trees planted in Washington, D.C.*

c) They compare the ways Eliza and Mrs. Taft tried to add beauty to Washington, D.C.

d) They describe how Mr. Takamine gave Eliza the idea to bring cherry trees to Washington, D.C.

Grade 3, Item #2—Part B

Which sentence from the article best supports the answer in Part A?

a) "When they bloomed, the trees became clouds of pink blossoms."
b) "She kept trying for more than twenty years!"
c) "She wrote a letter to the president's wife, Mrs. Taft."*
d) With the help of Mr. Takamine, a generous Japanese scientist, they had the trees sent from Japan.

Grade 3, Item #3

You have read two texts about famous people in American history who solved a problem by working to make a change.

Write an article for your school newspaper describing how Eliza and Carver faced challenges to change something in America.

- In your article, be sure to describe in detail why some solutions they tried worked and others did not work.
- Tell how the challenges each one faced were the same and how they were different.

Narrative Task (Grade 6):

Jean Craighead George's

Excerpt from *Julie of the Wolves*

ELA/Literacy: Grade 6 Sample Item

SAMPLE ITEM

Part A

Based on the passage from *Julie of the Wolves*, how does Miyax feel about her father?

- ☐ a. She is angry that he left her alone.
- ☐ b. She blames him for her difficult childhood.
- ☐ c. She appreciates his thorough knowledge of nature.
- ☐ d. She is grateful that he planned out her future.

Part B

Which sentence from the passage best shows Miyax's feelings for her father?"

- ☐ a. "She had been lost without food for many sleeps on the North Slope of Alaska."
- ☐ b. "This could be done she knew, for her father, an Eskimo hunter, had done so."
- ☐ c. "Unfortunately, Miyax's father never explained to her how he had told the wolf of his needs."
- ☐ d. "And not long afterward he paddled his kayak into the Bering Sea to hunt for seal, and he never returned."

Questions Worth Answering?

Grade 6 Prose Constructed Response from Narrative Writing Task

In the passage, the author developed a strong character named Miyax. Think about Miyax and the details the author used to create that character. The passage ends with Miyax waiting for the black wolf to look at her.

Write an original story to continue where the passage ended. In your story, be sure to use what you have learned about the character Miyax as you tell what happens to her next.

ELA/Literacy: Grade 6 Sample Item

SAMPLE ITEM

Part A

Choose one word that describes Miyax based on evidence from the text. There is more than one correct choice listed below.

- ☐ reckless
- ☐ lively
- ☐ imaginative
- ☐ observant
- ☐ impatient
- ☐ confident

Part B

Find a sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.

Part C

Find another sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.

Research Simulation Task (Grade 7):
Amelia Earhart's Disappearance

ELA/Literacy: Grade 7 Sample Item

SAMPLE ITEM

Below are three claims that one could make based on the article "Earhart's Final Resting Place Believed Found."

Claims	Earhart and Noonan lived as castaways on Nikumaroro Island.
	Earhart and Noonan's plane crashed into the Pacific Ocean
	People don't really know where Earhart and Noonan died.

Part A: Highlight the claim that is supported by the most relevant and sufficient facts within "Earhart's Final Resting Place Believed Found."

Part B: Click on two facts within the article that best provide evidence to support the claim selected in Part A.

Questions Worth Answering?

Grade 7 Analytical Prose Constructed-Response Item #1

Based on the information in the text "Biography of Amelia Earhart," write an essay that summarizes and explains the challenges Earhart faced throughout her life. Remember to use textual evidence to support your ideas.

Questions Worth Answering?

Final Grade 7 Prose Constructed-Response Item #2

You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

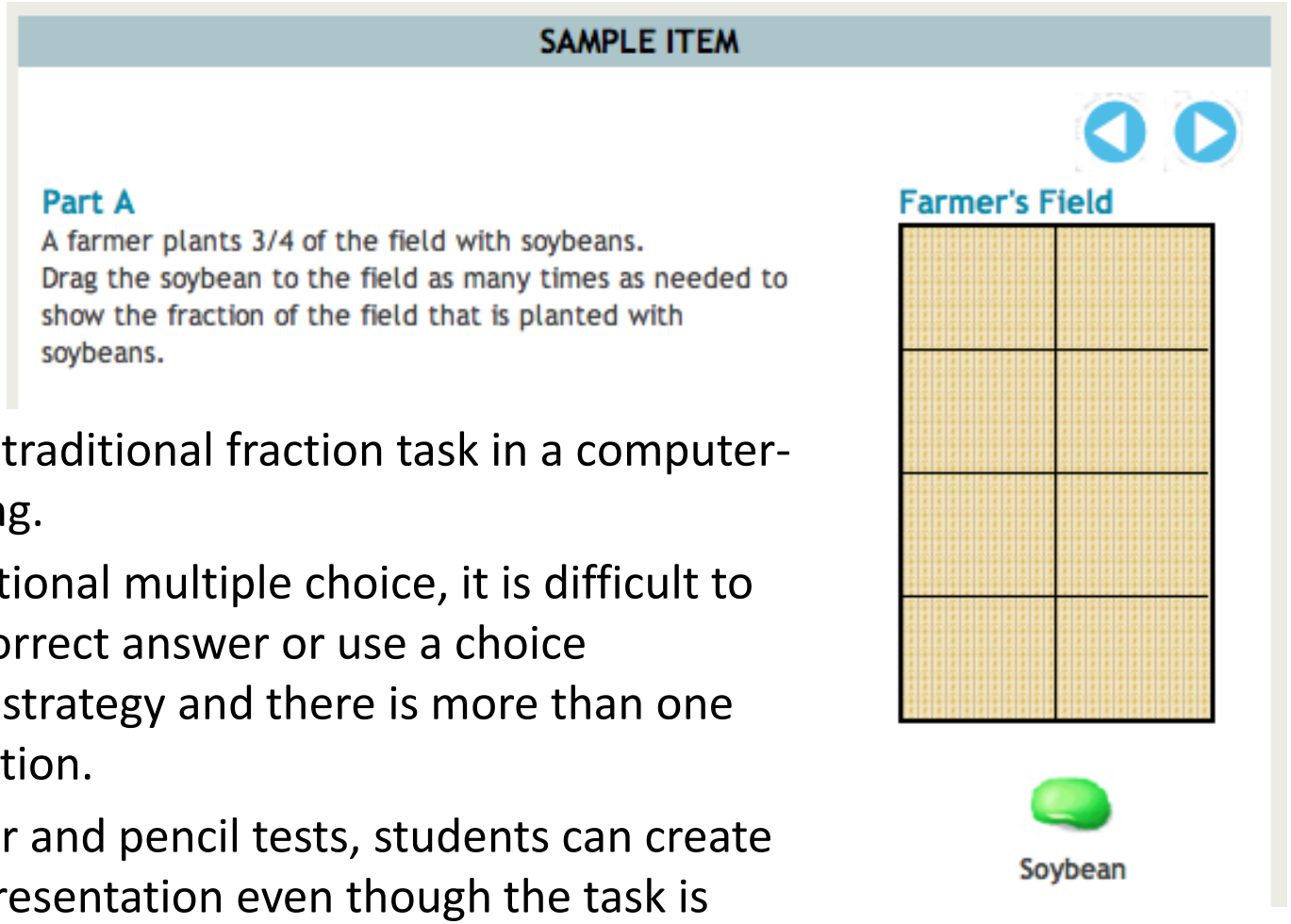
- "Biography of Amelia Earhart"
- "Earhart's Final Resting Place Believed Found"
- "Amelia Earhart's Life and Disappearance"

Consider the argument each author uses to demonstrate Earhart's bravery.

Write an essay that analyzes the strength of the arguments about Earhart's bravery in at least two of the texts. Remember to use textual evidence to support your ideas.

PARCC Assessment: Mathematics Sample Items

Math: Grade 3 Sample Item



- This a fairly traditional fraction task in a computer-based setting.
- Unlike traditional multiple choice, it is difficult to guess the correct answer or use a choice elimination strategy and there is more than one correct solution.
- Unlike paper and pencil tests, students can create a visual representation even though the task is scored automatically.

Math: Grade 3 Sample Item

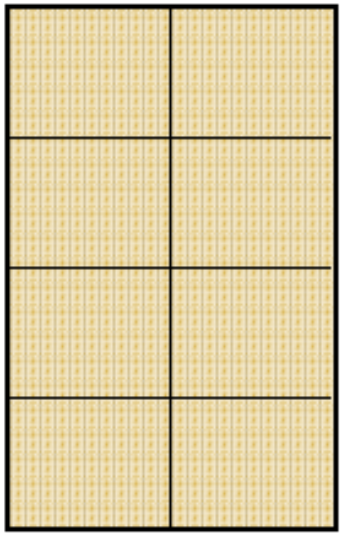
SAMPLE ITEM

Part B

Type a fraction different than 3/4 in the boxes that also represents the fractional part of the farmer's field that is planted with soybeans.

$$\frac{3}{4} = \frac{\square}{\square}$$

Farmer's Field



Reset

Explain why the two fractions above are equal.

- Second part of multi-step problem, and, unlike traditional multiple choice, it is difficult to guess the correct answer or use a choice elimination strategy.

PARCC Technology Enhanced Item: 5th Grade Mathematics: Area of a Cut Board

- **Prompt:** Janice has a square wooden board dimensions 1 foot by 1 foot. She wants to make a rectangular sign with dimensions 5/6 foot by 2/3 foot by making two straight cuts to the board.

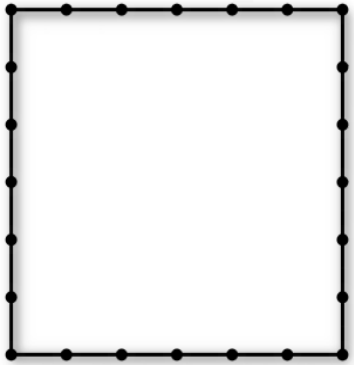
- **Question: What will the area in square feet be of the rectangular sign?**

Janice has a square wooden board with dimensions 1 foot by 1 foot.

She wants to make a rectangular sign with dimensions $\frac{5}{6}$ foot by $\frac{2}{3}$ foot by making two straight cuts to the board.

The square represents a 1-foot by 1-foot square. You may want to use the square to decide where to make the two cuts by drawing two lines. Click on 2 pairs of opposite points to draw the lines where Janice can make the cuts.

Delete



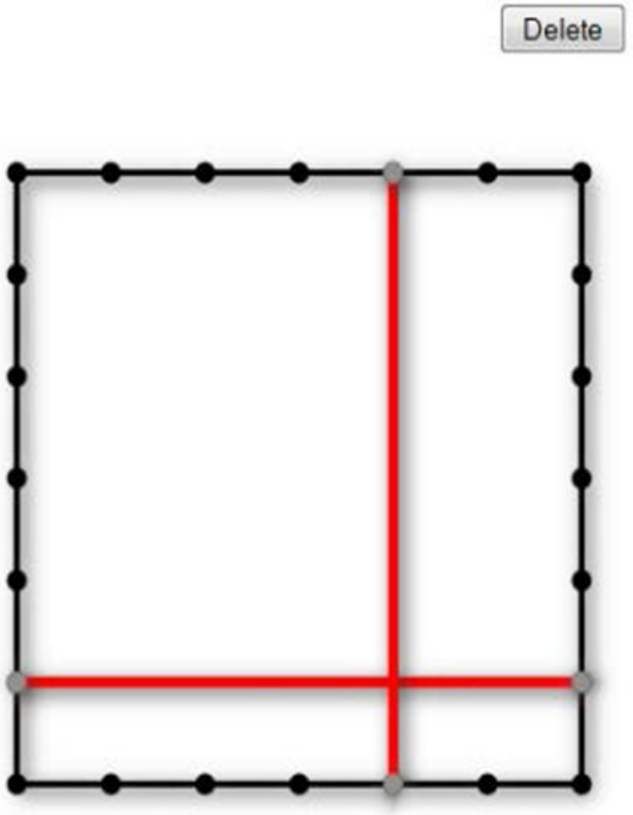
What will be the area, in square feet, of the rectangular sign?

Give your answer as a fraction.

$\frac{\square}{\square}$ square feet

Using Technology to Model the Equation: 5th Grade Mathematics: Area of a Cut Board

- Here the area of the board is 1 square foot and **students can use the technology to create a diagram that helps them solve the problem**.
- The student types the answer in the space provided and the technology scores the item by checking to see if the value is equivalent to 10/18 .
- **Key Advances:**
  - Students multiply fractions
  - While student could use basic multiplication applications to find the right answer, they are required to use a model
  - Using the model requires students to apply concepts by thinking critically and analytically
  - This item can be used in the classroom to provide a deeper conceptual understanding of multiplication of fractions



PARCC Algebra I/Math I

Myla's swimming pool contains 16,000 gallons of water when it is full. On Thursday, her pool was only partially full. On Friday, Myla decided to fill her pool completely using a hose that flowed at a rate of 10 gallons per minute. It took her 5 hours to completely fill her pool.

Part A

Type a number into each box to complete the sentences.

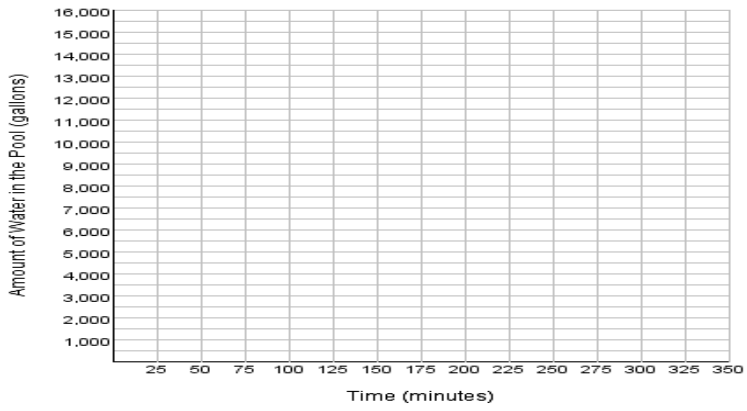
Before Myla started filling the pool, there were [ ] gallons of water in the pool.

The rate at which water is being added to the pool is [ ] gallons per **hour**.

Part B

On the coordinate plane provided, graph a linear function that represents the number of gallons of water in Myla's pool given the amount of time, in minutes, she spent filling her pool on Friday.

Select two points on the coordinate plane and the line containing the two points will be automatically drawn. You can undo your last step by clicking "Undo". You can reset the tool by clicking "Start Over".



Line

Undo

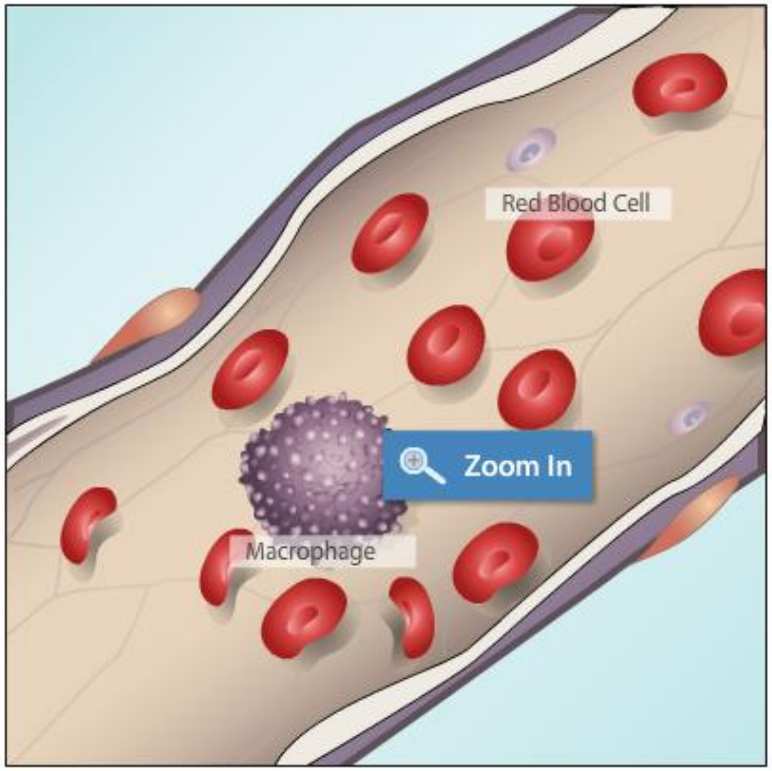
Start Over

PARCC Assessment: Embedded Accessibility Features

Embedded Features Demonstration

Help

Use the Zoom In and Zoom Out buttons to view all parts of the cell below. Be sure to view all three animations.



Which cellular processes are shown in the animations? Select all answers that apply.

- A Osmosis
- B ~~[illegible]ynthesis~~
- C Passive transport
- D Phagocytosis
- E ~~[illegible]ication~~
- F Cell reproduction

Example of "eliminate answer choice."

**NOTE:* NOT a PARCC item. Not on the PARCC delivery platform.

Embedded Features Demonstration

The Life of Bees

1 Bees are flying insects closely related to wasps and ants, and are known for their role in pollination and for producing honey and beeswax. Bees are a monophyletic lineage within the superfamily Apoidea, presently classified by the unranked taxon name Anthophila. There are nearly 20,000 known species of bees in seven to nine recognized families, though many are undescribed and the actual number is probably higher. They are found on every continent except Antarctica, in every habitat on the planet that contains insect-pollinated flowering plants.

2 Bees are adapted for feeding on nectar and pollen, the former primarily as an energy source and the latter primarily for protein and other nutrients. Most pollen is used as food for larvae.

3 Bees have a long proboscis (a complex "tongue") that enables them to obtain the nectar from flowers. They have antennae almost universally made up of 13 segments in males and 12 in females, as is typical for the superfamily. Bees all have two pairs of wings, the hind pair

Page 1 of 2

Example of "highlighting."

**NOTE:* NOT a PARCC item. Not on the PARCC delivery platform.